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THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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TERMS.

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New York, June 21, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK because there are things that must be said NOW.

ANY one who desires to attend the meeting at Madison, Wis., may write to us for his certificate if he prefers, rather than Supt. Calkins. We will send it by return mail.

THE plan is proposed to those who go from the State meeting at Elmira to Madison, to stop over Sunday at Chautauqua. The cost to such up the Lake (from Lakeport to Chautauqua) will be nominal. Think of it.

REMEMBER, that to-day education is the single issue before the nation. It is no longer a question whether the perpetuity of our republican form of government is in danger. It is in danger! Ignorance is its one great enemy. Without universal education our laws will become dead writings, and our courts of justice mere forms of legal restraint.

As a large number of those who go to the N. Y. State meeting at Elmira, July 9th, 10th and 11th, will also attend the National meeting at Madison, Wis., July 15th, 16th and 17th, some defined plan for purchasing tickets should be made. We suggest to buy to Elmira a round-trip ticket. At Elmira, to buy over the "Erie" a round-trip to Madison (\$24.60). As stated elsewhere, round-trip rates on the "Erie" to Elmira will be one

fare; these will be stamped by H. A. Milford, ticket agent, good to Aug. 31st—if the holders of them buy to Madison. The "Erie" has two roads to Chicago, by Salamanca and by Niagara Falls.

THE country is just now wondering whom the Democratic party will nominate for President, and the most common interrogatory is, "Who will defeat Blaine?" This question is not so much one of principle as personal preference, for there was never a time in the history of our nation when it was so difficult to write party platforms as now. Neither party dares insert a prohibition plank; neither are they united on the Chinese or tariff questions. About all they can say is, that they are in favor of an honest and capable government. All parties should stand as a unit on the educational question. It is the most important issue before the American people. We nurture our ruin when we nurture ignorance. Knowledge is our only safeguard. With it, we shall live; without it, we shall die.

NEW YORK STATE TEACHERS' ASSOCIATION.—The thirty-ninth anniversary will be held in Elmira, July 9th, 10th and 11th. The Local Committee will be found at the Rathbun House, and direct members to places of entertainment. The officers of the Association will meet at the Rathbun House at three o'clock P. M., on Wednesday. Exhibitors of books, etc., should direct a letter to A. W. Norton. Chancellor Sims, of the Syracuse University, and State Supt. W. B. Ruggles will give addresses. At the close of the meeting an excursion to Madison, Wis., will be arranged, to attend the National Association. The Local Committee is: J. Dorman Steele, A. W. Norton, C. B. Tompkins, E. B. Youmans, and Edward Danforth.

Most of the railroads return members free. The Erie will sell a round-trip for one fare; N. Y. Central for one and a half fares. The Rathbun House will charge two-thirds rate, or \$2.00; Wyckoff House, \$1.50; private houses, \$1.00.

AT one of the State Associations a superintendent asserted that a large number of the teachers of his city could not make reply to the question, "What is teaching?" He then said he gave them this definition: "Teaching is causing another to know." The remarks were interesting, but the definition was not a good one. If it had been added—with an intelligent intention of educating him," it would have been better.

Teaching is the superintendence of the process of learning. It is derived from a common root (*tac*, Eng.; *zeig*, Ger.; *doc*, Lat.; *deik*, Greek), which mean, to point out, show, direct, lead the way. Let us watch the process of a teacher. He hands the pupil a ball:

Teacher. Examine this object and tell me what you find.

Pupil. It is round; it is hard; it is of wood. T. What do you call such an object?

P. A ball.

Other questions and answers will follow. From this it appears that teaching is presenting suitable objects of thought to the pupil, so as to lead him to think and learn about it.

IN Congressman Green's recent speech on the adulteration of food and drugs, he mentioned some of the doctored articles that are offered for human consumption. They include glucose syrup, soapstone flour, coconut-shell and red-lead pepper. Among these the flour, said to be made largely of steatite or soapstone, seems specially queer.

It seems too bad to be obliged to eat such adulterated material, but is all of this worse than adulterated teaching and text-books? The work of doctoring articles will go on until government inspectors will be appointed, and most of these fraudulent materials put out of the way.

In the same manner fraudulent learning and instructing will become things of the past. A purer education will come along with better teaching and better books. The good time is hastening on, and will soon be here. In hurrying it forward, all progressive teachers are genuine reformers.

THE school year is drawing rapidly to its close, and attempts will be made by wise committee-men, school-trustees and boards of education to ascertain "whether the children have learned anything." This ancient custom still maintains its sway, and will for a half century, at least, in many parts of the country. That the chief end of school children is to learn the wise things in the text-book is an axiom in the minds of a large number of otherwise very level-headed men.

Paying a visit lately to a school, the principal was found hard at work drilling the class in denominate fractions. "I don't see how they could forget that —, but they have, and I must drill it into them or they cannot pass the examination." So, over and over the rule was repeated until it seemed to be perfectly learned. "They can do any reasonable example," said the teacher, worn and wearied, "but very likely the superintendent or some trustee may ask for the rule, and if they cannot give it, I shall be considered incompetent. It is a waste of time to drill the rule into them again, for they cannot help but forget it; I forget it myself."

To ascertain the amount remembered is quite possible; to ascertain the amount learned is not so easy, and to ascertain the amount of absolute good done by the teacher by a few questions, is not at all possible. We must cease to measure the effect of the teacher on the pupil's mind by the answers to a few questions in arithmetic, geography, etc. If this is all that has been accomplished his work is a decided failure. The results of the year's work are known better to the teacher than any one else, except to the All-Seeing.

For the SCHOOL JOURNAL.

LETTERS FROM NORMAL PARK.—XXIX.

TALK BY W. W. SPEER.

I offer to the readers of the JOURNAL the substance of a capital talk by Mr. W. W. Speer, to the members of the Senior Class, I. W. F.

Fifteen years ago I began teaching in a country school, at \$28 a month and "board myself." I followed the plan of my predecessors as closely as possible. I tried to keep good order. I used the same textbooks, and followed them carefully. At the end of three years I sought another place; there I did the same. At the end of three years again I sought another school, still following the same plan. All these years I continued to follow the plans of my predecessors. I was in earnest, and had the credit of doing good work, though in reality I was not, yet did not know it. Finally I became a county superintendent (Marshall County, Iowa), and as I traveled among the schools I realized that something was wrong, but I did not know what. Among the first things I noticed that seemed to be wrong was the spelling of words of which the pupils did not understand the meaning. I tested the pupils as to the meaning and found that there was an utter lack of understanding. I did not then know there was anything wrong in principle, but thought there was merely a great waste of time. I knew there are in common use only five or six hundred different words, while in "Swinton's Speller" (the one used) are a great many more. My first help and start in the right direction came from reading a few words of Col. Parker's, in the SCHOOL JOURNAL. I then read everything of his writings that I could find, and came to see he is the greatest teacher in the country, perhaps not in matters of detail, but in his grasp of educational principles, and his clearness of thought. I got hold of the principles of the self-activity of the mind, of proceeding from the known to the unknown; of getting ideas before words, and many others known to all educators. I studied the subject of spelling, gathered the opinions of educators on the subject, and printed them for my teachers. Geo. A. Walton says: "Repeated use of carefully selected words in written exercises, when the attention is not directed solely to the spelling of words, is the only means of making practical spellers." State Supt. Newell (Ind.) says, "I would rob spelling of three-fourths of the time given to it." F. W. Parker says, "When spelling is made a minor branch of language teaching, it takes very little extra time." The Supt. N. Y. City Schools, says, "No time should be spent in spelling words which the pupil does not understand." The *Am. Journal of Education* says, "The only use that can by any possible means be made of spelling is in writing; therefore words should be learned as they are to be used." Prof. De Graff says, "Time is wasted on oral spelling, and bad habits are formed by spelling new words pupils do not understand."

Prof. De Graff says: "Never have one word written incorrectly if you can possibly avoid it."

Col. Parker again says: "No word should be taught until it is the sign of a distinct idea in the mind of the learner." The principal of a Deaf and Dumb Institute at Council Bluffs says, in a letter (lately published in the New York SCHOOL JOURNAL) that deaf mutes are excellent spellers; they see words right all the time. I then took hold of reading. I once taught elocution, or as I now see it was "bellowcution," I made much noise, and pleased my pupils immensely, but they learned nothing except how to make a great noise in saying with a loud voice: "Roll on thou dark and deep blue ocean, roll!" I ruined my voice. The pupil's attention was called to how to do the thing, and not to the *thought*. They committed to memory definitions from the readers; they wrote them on the board. Of course, they could say them well, and I could say them, too, but they did not learn anything of reading for all that (*laughter*). I did not know the harm I was doing. What makes a good reader? I think it is the building up of the thought in the imagination. For instance, the

little child reads in its book that the cow says, "boo-oo," or the ducks say, "quack, quack, quack," the picture is real to him, because he has the thought, and will read it just as he would talk it. This is good reading. When not read in this way, we always know that the reader has not the picture in his mind. If a pupil reads a paragraph and cannot tell what he sees, he does not know what he is reading about. Well, I determined to put the spelling books out of the schools of my county, but what opposition arose. The people could not understand how the children were to learn to spell, nor could the teachers either—that is most of them. There were fifteen men who opposed my re-election to office on this ground. They claimed that the children would become very poor spellers; and wagered \$150 that the pupils who used the books would be better spellers than those who did not. I agreed to give those men \$150 if I could not find among the children taught spelling without a speller, twenty of them who could spell down anyone of their number. Those men tried hard to defeat me, but in vain. Light began to shine. The people began to think, and they are going to keep on thinking. The teacher must move, for the old times have gone forever." I. W. FITCH.

For the SCHOOL JOURNAL.

THE MORAL SIDE OF EDUCATION.—II.

BY EDWARD SHEIR, Ph.D.

Of the evils with which education has to contend, there is none greater than the destructive and demoralizing influences to which the children of a large city are daily exposed; with the extended intercourse and the new relations between men, opportunities for doing wrong have increased. The strictest police regulations do not prevent vile men and women, for the sake of a few cents, from tempting children into their shops, and teaching them to gamble. We are shocked at the number of crimes, and forget the incomparably greater number which the law fails to reach. Walk along the streets, and see how temptation in a hundred forms is watching for the unsuspecting and susceptible children.

Mankind has experimented, has attempted all kinds of remedies, and the time and strength and prosperity of individuals and of nations have been sacrificed in this struggle. Despotisms, monarchies, and republican forms of government have been attempted; Spartan laws written with blood; revolutions and anarchy; church authority and the power of princes; Divine and human laws have been tried in turn; persecution, curses, tortures and death have spread terror and ruin over nations and countries in trying to guard justice and morality. But the black waves of this sea of vice have broken down the barriers as rapidly as they were erected, undermining the groundwork upon which are built justice, law, and human rights.

Are we, then, to despair and lose faith in mankind? Is it true that nothing can be done? There is an answer, if we will only read it rightly: *Show a child the way which it should go.* But if we imagine this is to be accomplished by causing a child to commit to memory some pretty little verses and speeches, by drilling, and by reading to it about good little boys and good little girls, then any sensible person can tell us that such training is a waste of time; is nothing but sham and pretence without truth and moral worth.

Or if we suppose that severe punishment will correct the wrong when the evil disposition has been developed; that harsh words or gentle words will help; that warnings, entreaties, supplications, tears and prayers will change the character that is fully formed, then those who have applied these means tell us how unavailing have been their endeavors, and how small the number of those whom they have succeeded in redeeming.

Life, if it has any higher purpose, means moral life. Hence education, if it means anything, means moral education. And therefore, schools, if they be really educational institutions, must, above all things, develop their chief energies and their greatest industry to the planting of love and virtue

in the hearts of children; to the cultivation of the moral powers; to the strengthening of the will, and to the forming of a truly moral character. The more intelligent the life of a child is made, the further reaching will be the strength and ability of the future man or woman; the more manifold will be the means selected for intelligent work, and the more perfect will be the good which this labor creates. The heart from which joy has fled has lost the noblest of feelings, and shortly it must grow cold and selfish. Peace of mind and joy of heart, the most precious treasures, may belong to every noble and feeling soul; but more, they are the fruits of conscientious care and work, and honest performance of duty. Hence, the education of the moral nature is an indispensable means if humanity would build itself strongly, firmly, greatly, nobly and happily.

THE TEACHER'S LEGAL STATUS.

A teacher in the Seventeenth Ward, New York City, for disrespect and insubordination, was transferred by the trustees from the position of fourth assistant, salary \$690, to that of the tenth, salary \$586. She asked for mandamus to compel the payroll to be signed, giving her pay at the fourth assistant's rate. She had appealed to the Board of Education, and they had ordered the Trustees to reinstate her, but this they refused to do.

The Superior Court (Judge Freedman) says:

"The Board of Trustees claim that they have full and unlimited power to transfer assistant teachers from one position to another; and that the Board of Education could not, and cannot, by claiming and assuming appellate jurisdiction in such a matter, confer upon itself such jurisdiction. § 1022 of the consolidation act provides that the Board of Education shall have full control of the public schools and the public school system of the city, subject only to the general statutes of the State upon education." The same ample grant of power was repeated in § 1026.

"To make more complete the control thus given to the Board of Education, the latter was further clothed with the power to appoint the trustees of the several wards, to fill vacancies, and in proper cases to remove them (§ 1025, 1027, subd. 11), and to prescribe general rules and regulations, and limitations under which the trustees of the several wards are to conduct and manage their respective schools, § 1035, subd. 3.

"Among the powers and duties of the trustees of the several wards, by § 1035, are:

"1. To the safe keeping of all premises and other property used for or belonging to the schools in their respective wards.

"2. To the appointment of teachers other than principals and vice-principals, and of janitors.

"3. To conduct and manage the schools, furnish needful supplies, and make needful repairs, but all this under the general rules and regulations, and subject to such limitations as the Board of Education may prescribe. They may remove teachers other than principals and vice-principals, and janitors, provided the removal be approved by the Inspectors, subject to the decision of the Board of Education upon appeal (§ 1038).

"The Board of Education was invested with full control of the public schools and the public school system of the city, subject ONLY to the general statutes of the State upon education, and for these purposes it was constituted a corporation (§ 1027). At the same time certain special powers were conferred upon the Board of Trustees of the several wards as inferior, though to a certain extent independent bodies, but such powers were well defined and clearly restricted. The result is, that the power of the Board of Education in educational matters is general, except where it is distinctly restricted, and that the power of the trustees exists only where it is granted in terms. Authority is to be presumed in the Board of Education, but on the part of the Boards of Trustees of the several wards it must be pointed out either in the statute or in rules and regulations of the Board of Education.

"Teachers, it has already been shown, are to be appointed by the Boards of Trustees of the several wards. (§ 1035). In respect to removals, it is provided by § 1038 as follows:

"The Board of Trustees for the ward, by the vote of the majority of the whole number of trustees in office, may remove teachers employed therein, other than principals and vice-principals, and may also remove janitors, provided the removal is approved in writing by a majority of the Inspectors for the district, and provided further, that any teacher so removed shall have a right to appeal to the Board of Education, under such rules as it may prescribe, and the said Board shall have power,

after hearing the answer of the trustees, to reinstate the teacher.

"But as to transfers the statute is wholly silent. Any transfer amounting to a removal is, of course, covered by the statute. As to all other transfers falling short of that, the Board of Education may take the initiative. In either class of cases the Board of Education may make general rules and regulations to be observed by the trustees, and impose limitations upon their action, with this difference, however, that in the case of a transfer amounting to a removal the rules and regulations and limitations must not be inconsistent with the statutory provisions, and that in every other case of transfer they may take any form which to the Board of Education seems proper.

"The question to be determined narrows itself, therefore, down to this:

"Was the transfer of the relator equivalent to a removal within the meaning of the statute? Upon this point a clear understanding of the precise position which the relator occupied as Fourth Assistant becomes of the utmost importance.

"There was a position of 'Fourth Assistant' fixed by the Trustees' own designation and description, shown by the official pay-roll and other official papers, and distinguished by a particular salary and by particular duties. This is obviously, therefore, a position recognized in the educational system and to which its occupant had a particular claim.

"By their resolution of Jan. 10, 1884, the Trustees transferred the teacher to 'the position of Tenth Assistant,' and in their resolution of Feb. 29, 1884, they undertook to reinstate her 'to the position of Fourth Assistant . . . from which she was removed . . .'. This transfer, under the circumstances stated, involving, as it did, not only the loss of the right to discharge particular duties, but also of rank and of pay, was in my judgment an attempt to remove the relator from the position of Fourth Assistant within the meaning of the law. The statute is not to be confined to removal from office which is equivalent to an entire and absolute dismissal from the public-school service. If such had been the intention of the Legislature, it is but fair to assume that it would have said so in unambiguous language. Instead of that, the statute speaks of removals in general terms. Now, to remove, is defined by lexicographers to mean to change place, or to make a change in place in any manner. But for the purposes of this case, it is not necessary to go to that length. While, therefore, I do not hold that every transfer of a teacher is *per se* a removal within the statute, I am clearly of the opinion that a transfer accompanied by the assignment of inferior duties and by loss of rank and pay, and therefore involving degradation, is in substance, and therefore amounts to, a removal from the position occupied within the meaning of the statute. The Trustees in this case themselves regarded the transfer as a removal, for in their resolution of Feb. 29, 1884, they speak of re-instating the relator to the position of Fourth Assistant from which she was removed, etc."

"The transfer of the relator, under the circumstances stated, having been shown to amount to an attempt to remove her within the meaning of §1038 of the statute from the position she held as Fourth Assistant, the removal, in order to become effective, required in the first instance the approval in writing of a majority of the Inspectors of the district, and in the second place the approval, on appeal, of the Board of Education. Neither has been had or obtained. On the contrary, the Board of Education, upon a hearing of her appeal, sustained her claim and directed her re-instatement, and that such re-instatement be dated from the day the transfer was made to take effect under the resolution of the Trustees. She was, therefore, never removed from the position of Fourth Assistant, or deprived of any right or emolument attaching to said position.

"There is still another point in favor of the relator. § 38 of the By-Laws of the Board of Education, in force at the time of the passage by the Trustees of the resolution of Jan. 10th, 1884, provided, and still provides, as follows, viz:

"No reduction of salary shall be made in the case of any principal or vice-principal or assistant teacher, whose appeal from the action of the Board of Trustees shall have been sustained by the Board of Education, except upon the approval of the said last-mentioned Board; and no reduction shall be made in the salary of any teacher whose removal by a Board of Trustees has not been approved by the Inspectors of a school district, or a majority of them, unless the decision of the latter is overruled by the action of this Board."

"Under this by law, the claim of the relator would have to be sustained, even if her case were treated as involving nothing more than a reduction of salary."

"For the reasons stated, the relator is entitled to a peremptory mandamus against all the respondents as prayed for, with an allowance of \$50 costs and her disbursements against all, except Trustee George H. Beyer. The latter is exempted from the

payment of costs because he refrained from opposing the application for a mandamus, and signified his readiness and willingness to perform his duty in the premises."

For the SCHOOL JOURNAL.

THE CHILDREN OF IMMORAL PARENTS.

PROF. THOS. M. BALLIET, Cook Co. Normal School.

The widow and the orphan are considered objects of sympathy, and rightly so; but those whose sad fate it is to be the wives of immoral husbands, or the children of immoral parents deserve far deeper sympathy. It would be a blessing for thousands of children if they were orphans, and thus through the hand of charity were brought under Christian influences, in Orphans' Homes or Christian families.

It is a problem, as perplexing as it is important, what the teacher can do for the moral growth of children whose parents are openly immoral. How shall he deal with them? How shall he punish a boy for profanity whose father is profane? How shall deceitfulness and lying be treated as offenses in the case of a child whose mother is openly guilty of both, even in her dealings with her children?

The sum and substance of moral law to the very young child, is the parent's will and conduct. Whatever father or mother says, must be true; and whatever they do, must be right. It is only as he advances in years that he gradually learns to judge the conduct of father and mother by the principle of right, that what they say or do can not in all cases be relied upon. He finds it very difficult at first to persuade himself that what father or mother do can possibly be sinful or wrong.

In view of this fact, the teacher finds it exceedingly difficult to make the boy whose father is addicted to swearing realize that profanity is a great sin, or if he is deceitful that deception and lying are very wrong. Every teacher of any experience has met with this difficulty. Outward conformity to the teacher's commands may be secured, the overt act may be prevented, but this is not the main thing to be accomplished. The teacher's aims should be to reach the child's moral nature, to awaken his conscience, and to get him not only outwardly to abstain from committing the offense, but inwardly to abhor it as wrong and sinful. But how can this be done without begetting in the child's heart that disrespect, if not contempt, for his parents which will destroy all their influence for good? It is very easy to reply that the influence of such parents cannot be anything but bad, and the sooner it is destroyed the better for the child. This looks plausible, but is it true? The child's relation to his father and mother is different from his relation to any other persons. It is possible for a father, with serious faults in his character, known to the child, to exercise in many directions a wholesome influence over him. How often do we find children shielding with the tenderest affection the reputation of a father whose faults would bring him into disgrace if they were generally known? There are numerous instances in which the motive for doing this cannot be attributed to mere family pride. To be able to respect, in a measure, and to love his father in spite of his immoral conduct, argues a noble trait of character in a young man.

As long as the child remains in the family of his parents, is under their daily care, great harm is done if the teacher speaks of vices of which they are known to be guilty, in such a way as to beget disrespect for them in the child's heart. At the same time it would be manifestly wrong for the teacher to pass such offence by in silence, if the child should commit them in school, or if they should be publicly committed by other children, so as to render it necessary to make public reference to them. The duty of the teacher in such a case is a very delicate and difficult one, and if we have succeeded in making this clear, we have accomplished our object. The only solution to a difficulty like this is that which the teacher finds for himself by carefully considering and weighing the matter. Any direction as to how he should proceed, blindly followed, would do harm. It is one of those instances which shows that teaching is, unfortunately, a kind of business in which every man must, to a large extent, do his own thinking.

THE CHILD.

Children are the to-morrow of society.—WHATELY.

As a wise child makes a happy father, so a wise father makes a happy child.—F. QUARLES.

The training of a child is a profession where we must know how to lose time in order to gain it.—ROUSSEAU.

The child is a living, moving, self-acting machine, with undeveloped powers and unmeasured possibilities.—JOHN OGDEN.

If vexed with a child when instructing it, try to write with your left hand. Remember a child is all left-handed.—J. BOYES.

The waste of available energy in the life of a simple child, in consequence of our ignorance of the laws of its activity, is perfectly enormous.

Children are very wise observers, and they will often perceive your slightest defects; in general, those who govern children forgive nothing in them, but everything in themselves.—FENELON.

Sad, indeed, are the results of failure to read the whole meaning of innocent, helpless, trusting childhood. Infamous are the customs that make traffic of their rights, and change them from budding angels into incarnate fiends.—JOHN KENNEDY.

The plays of natural lively children are the infancy of art; children live in a world of imagination and feeling; they invest the most insignificant object with any form they please, and see in it whatever they wish to see.—OCHLENSCHLAGEL.

The child's grief throbs against the rounds of his little heart as heavily as does the man's sorrows; and the one finds as much delight in his kite or drum, as the other in striking the springs of enterprise, or soaring on the wings of fame.—E. H. CHAPIN.

Children always conform to the natural impulse of self-love until they learn from the discipline which is applied to them that they cannot have their own wills without subjecting themselves to a suffering, the dread of which controls the natural impulses.—W. CHAMBERS.

Every art will be attempted by the child, whether it be to make forms with chalk or pencil, or to delineate them in the sand; whether it be the inarticulate sounds of the babe trying to become rhythmic, or to imitate the crowing of the cock, the lowing of the cow, or the barking of the dog, until, at length, real musical sounds proceed from the throats of little children.—KRIEGER.

The child's first manifestation is motion; development can only come by motion. The child in the cradle plays with its limbs, grasps its tiny feet, kicks. When able to walk, its desire is again motion; to run to and fro, to go in all directions, to touch and take hold of everything. What gives pleasure to children generally and in all times, serves always for their development in some way; physical development is the unconscious aim of all activity in early childhood.

We should regard a child that showed no affection for any plaything or pet as unnatural and degenerate. The little girl attributes to her doll, or the boy to his toy horse, all the feelings of a living being, and loves it accordingly. From these inanimate things the affections are transferred to domestic animals, or to the flowers in the garden. The child who has never owned a little piece of land, never worked it in the sweat of his brow, never taken loving care of plants and animals, will always have a blank in the development of his soul.

We ought not to blame the child for its so-called selfishness. If an all-wise Providence had not put this impulse, so strong and powerful, in the human breast, how could such weak, helpless creatures maintain their existence among innumerable dangers. But education has to modify and moderate this impulse of self-preservation, and lead the child to practically exercise its capacity to love, and thus guide it out of the circle of its own narrow personality into the character of the child of man—the social being; a link of humanity.—KRIEGER.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

VEGETATION.

By ALEX. E. FRYE, Cook County Normal School.

Every school should have a garden-spot, in which the children can prepare the soil, sow the seed, and study the growth. The simple laws that regulate the distribution of vegetation over the surface of the entire globe may be worked out by the children in their own school yard or room.

The teacher in the country will have no difficulty in securing suitable grounds. But what can the city teacher do—hemmed in by brick walls, while often the yards themselves are paved with the same material? It is to the latter class that the following suggestions are offered.

If we cannot go out to Nature, we must bring Nature into the school-room. Interest the children by being first interested ourselves. Give each one some part to perform. One may plant grass seed in wet cotton; another grow flax seed in a sponge; a third make a cup by digging out a sweet potato; fill with water and hang in the sunshine, or put the sweet potato into a tumbler of water and allow the beautiful vine that will soon shoot out to grow about the wall. Another may make a flower pot from a common Irish potato, being careful not to injure the "eyes," and plant in it a German ivy, or a small onion. One or two air plants will also interest and instruct the children. A few vegetables should be sprouted in a dark cellar, and their sprouts compared with those formed in the sunlight. Let the children discover which of our common vegetables will grow in water.

Have the pupils make boxes one foot square by six or eight inches deep, filling some with rich loam, others with clay, and others with sand, gravel, etc. In each box plant corn, beans, grass seed, rice, cotton seed, wheat, coffee, orange seed, grape seed etc. Let the children make little plows, hoes, rakes, forks, spades, shovels, etc., and teach their proper uses in the box-gardens.

Put one set of the boxes, containing the different kinds of soil, in the *sunlight*, another set in the *shade*, and a third in the *dark*. Keep one set *wet*, another *moist*, a third *dry*. Put one set in a *hot*, another in a *warm*, and a third in a *cold* place. Mark carefully the spot where each kind of seed is planted, with the date of planting. Now the race begins. Which plant will first appear? Mark its date and watch for the next. Let the children make notes of all they observe, for language lessons. As soon as a necessity is created for a new name, give it. Do not hesitate to teach new words when the children need them.

Now they will discover that certain plants grow best in sand; others, in loam; some, in wet soil; others, in moist; some, in a cool place; others, in a warm. They may discover that grain stalks growing in one kind of soil are larger and stronger than those growing in another. Why? They may compare the color and strength of plants growing in the sunlight and dark, in hot and cold places, in very wet and dry soil, etc.

One fact discovered by the children is worth a hundred told them by the teacher. The power to discover is a source of constant happiness to every one. Let us not destroy the means of happiness in the children by telling what their own powers may reveal to them with delight.

So they are led to see that different kinds of vegetation are dependent upon different conditions of soil, sunlight, heat, and moisture. A basis is thus laid for the study of the distribution of vegetation.

Now, if the children have studied the structure of the globe, and its effect upon drainage, and have located the great natural garden spots, they are ready to read and study intelligently about the products of the globe. Make a collection of as many of the staple products as possible, and get pictures of others. Talk about their uses, interesting facts relating to their growth, etc. Then lead children to classify in various ways. The

following classification according to uses, suggested by Col. Parker, is excellent: (See SCHOOL JOURNAL of March 29, 1884, p. 196.)

1. SHELTER PLANTS.—(a) Clothing: cotton, flax, etc. (b) Home: pine, bamboo, etc. (c) Fuel: pine, oak, etc.

2. FOOD PLANTS.—(a) Staples: rice, wheat, etc (b) Luxuries: Oranges, spices, etc.

3. MEDICINES.—Cinchona, Rhubarb, etc. MANUFACTURES.—Mahogany, logwood, indigo, etc. They may be again classified according to the part of the plant used; e.g.

1. Trunks—cedar, walnut, etc.
2. Leaves—tea, tobacco, poppy, etc.
3. Roots—sassafras, manioc, etc.
4. Bark—cork, oak, cinchona, etc.
5. Seed—rice, wheat, etc.
6. Sap—maple, pine, etc.
7. Fruits—orange, grape, etc.

Still another classification may be made of plants that grow in

1. Hot countries.
2. Warm countries.
3. Temperate countries.
4. Cold countries, etc.

Then the garden spots of the globe may be planted. If the moulding sand is used, the great natural belts may be shown by colored crayon sifted or scraped upon the moulded map. For instance, cover all the cotton-growing districts of the world with white crayon; the grain belts, with yellow; the lumber, with green; the fruit, with orange, etc., paying no regard whatever to political divisions at present. Another excellent device is to put upon the moulded maps in their proper places the real products, as far as practicable. This assists in associating the products with their exact locations. The children should also do this same work, and should draw the colored production maps upon the blackboards and upon paper.

When this work is finished, the children see the necessity for exchange of products between foreign countries, and between parts of the same country. They know what goods the country is able to export, and what ones it needs to import, and they take great delight in sending their imaginary ships all over the globe, loading and unloading at different ports. They also see the necessity for great centers of trade, and can give reasons for the location and growth of great cities. Geography is to them something to reason about—a means of mind growth.

For the SCHOOL JOURNAL.

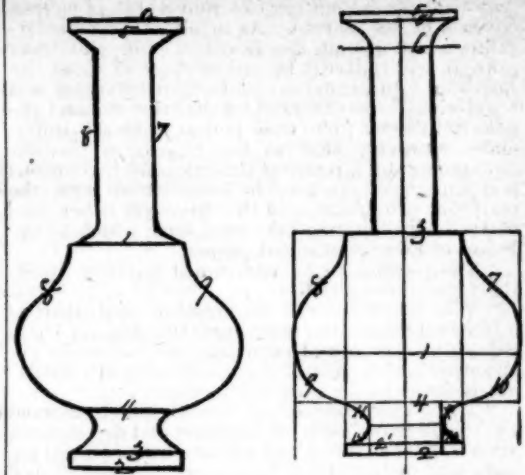
PENMANSHIP.

By CHAS. W. PICKELL, Elk Rapids.

Experience has taught me that the saying, "A good penman is born, not made," is false. So the idea, too, "I can never learn to write well," by the pupil, is absurd. He can learn to write rapidly, uniformly, beautifully, as well as he can learn to read rapidly, distinctly, and with expression. There is no limit to improvement short of perfection. The most essential thing in teaching penmanship is to commence right. To insist on the proper position of body, feet, paper, pen, hand, etc., and then insist on the free motion of fingers, hand and arm. Continued drill on each letter and combination of letters, enthusiasm on the part of the teacher, correct copies, public interest (aroused by frequent exhibitions of the pupil's writing and through the press), good pens, ink, paper, blotters, pen-wipers, and last but not least, by any means, a wide-awake enthusiasm on the part of the pupils,—these are the requisites of success in teaching writing. Pupils should learn to imitate and to persevere when young, and before bad habits are formed, and then with proper teaching the best results will be obtained. Teachers should stimulate the pupils by every just means; should frequently give them drill exercises and practice work, and often compare their writing with that which is worse. We learn perfection as much from disgust at the defective as from admiration of the faultless. They should cultivate the judgment and taste in the matter of penmanship as much as in other branches. If the teacher will take hold of the matter of writing and give it the same amount of attention, interest, and time as he does other branches, only the best of results will be realized.

For the SCHOOL JOURNAL.

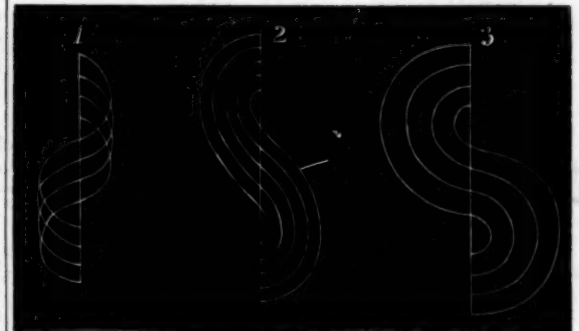
DRAWING LESSON—VI.



Draw the vase on blackboard without guide lines. Have the parts named: mouth, neck, body, stand-ard.

Suppose this vase was four inches long; how far from the bottom would the line 1 be? How long? How long the line 2? 6? How wide would the body of the vase be? How far from the bottom? How wide the neck? How long the line 4? How far from the bottom?

Draw guide lines, and dictate the drawing. Additional practice in making compound curves may be necessary; if so, the engravings will indicate practice work in regular and irregular compound



curves. The curves on one side of the line in fig. 2 and 3, may be practiced first, then repeated on the opposite side of the line, then the lower ones, then each compound curve singly. Take the first curve in fig. 2; draw it lightly on a vertical; on the opposite side of the vertical draw its correspondent; repeat, drawing the opposite on a parallel line one-eighth of an inch to the right. Make heavy that part of the lines that is outside of the two verticals.

For the SCHOOL JOURNAL.

PLANT LESSONS.—NO. XI.

By ANNA JOHNSON.

SUBTERRANEAN STEMS.

Have as many thickened, underground stems as convenient; where these cannot be obtained, use Prang's cards and drawings. The potato, onion, hyacinth, crocus, lily and tulip buds may be easily procured. If in or near the country, the corm of Indian turnip (Jack-in-the-pulpit), Solomon's seal, artichoke, blood-root, sweet flag, and iris, may be dug up in the woods. Where it is practical to do so, it would be very pleasant to make a little excursion with the class, and assist the scholars in getting the plants.

Present a branch with buds as well as leaves. Touch the buds and ask the children to tell what you are touching, or let them name the different things that grow on the stem. Ask what the buds will grow to be. Were all the leaves once in buds? On what part of the plant do you look for buds?

Show some roots, and ask if there are any buds on them, but be particular to have the underground stems, which they may mistake for roots, with those shown. Ask again where the buds are always found, so as to have it thoroughly impressed that

buds grow from the stem and not from the root.

A potato that has begun to sprout may be presented. What has this potato begun to do? What has grown from it? Show the part of the potato where it grew. Show a potato that has not started to grow, and ask if any one could find any place where it might begin to grow. Do you know what names are given to these spots? What must these eyes really be, since stems and leaves really grow out of them? What did we find the stems and leaves grew from on the branch we examined first? Then, if leaves and stems grow from buds, what are these places that are usually called eyes? Where did we find that buds grew? Did we find buds on the roots? Then if buds grow only on stems, what part of the plant is the potato? We are apt to think of it as a root, because it grows in the ground; but is it a root? Show the little scales back in the eye, and tell them that they are the leaves. Show the roots of the potato and the tubers, so the class may see the difference. Let them point to the long stem, to the roots, to the potatoes, and notice that the potatoes grow at the ends of the stems. How do we know that the potato is not a root? Where do roots usually grow? Where do stems usually grow? Do these stems grow in the air? Where do they grow? Because they grow in or under the ground they are called underground or subterranean stems. Is there any other difference between the potato and other stems? (refer to the thickness; contrast things thick and thin; and say the potato is a thickened underground stem.

Do any of you know how the farmer plants the potato? What does he do to it before he plants it? Could you tell by looking at the potato how many new plants it would make? How would you tell? When the farmer cuts out the eyes, what does he cut with them. Why does he cut pieces of the potato too? Why was food stored up in the seed and in the root? What does the baby potato also need before it has a root to feed it?

Now they will be prepared to see that the bulbs and other mis-called roots are really thickened stems, since they all produce buds. Give the proper names of each; as, tubers, bulbs, corms, and root-stocks. Cut the corm and bulb, and have them see that one is solid and the other is made up of layers; show by drawings that the latter is really formed by the lower leaves crowded together. Explain why Solomon's seal is so named; let them count the seals, to find how old the underground stem is.

SPEED OF THOUGHT.—Many people have noticed the remarkable quickness of thought in dreaming, how a long story, with many details and extending over a great period of time, will flash through the mind in a few minutes, but they seldom have any means of even approximately measuring the quickness with which they sometimes dream. There is now going the rounds of the press a story of the dream of a railway engineer, which, if true, affords a means of measurement. The engineer had been without sleep and on duty for many hours, and at last fell asleep on his post. Then he dreamed quite an elaborate story of an accident resulting from a confusion of train orders; how he studied over the words of the dispatch, trying to make out their meaning, and then how, his train coming into collision with another, he was thrown into the air and dropped back into his seat in the cab with his hand on the throttle. At that instant consciousness returned, and he found it was all a dream, and that although his train was traveling at the rate of 45 miles an hour, it had gone only 250 feet while the dream was passing through his mind, this distance being fixed by the position of the train with respect to signal lights on the line. This is the interesting part of the story, for if these measurements are approximately correct, the dream occupied less than four seconds of time.—*Ledger.*

The hours are viewless angels,
That still go gliding by,
And bear each minute's record up
To Him who sits on high.—G. P. CRANCH.

For the SCHOOL JOURNAL.

LESSONS IN NATURE.—IV.

The following botanical families are well represented in June. In beginning the study of one, select a few of the specimens which show most clearly prominent characteristics; select other flowers with which to compare these. Direct the attention so that the children shall themselves discover the characteristics; then have full descriptions of the family written out with list of members, to which is added the names of others, as the children find them. When the children become expert in this work, give them three or four specimens belonging to one family, and one of each of several other families. Let them, with no assistance, find the three that belong to the same classification. Occasionally bring in a new specimen of a family that has been studied, and let them find to what family it belongs. At each new step select what will present the fewest difficulties.

GERANIUM FAMILY.—Members of the family to be found in June: Cranesbill, pale purple flower, in woods. Herb Robert, deep pink flowers in woods, often in crevices of rock, growing in pairs, frequently called "knife and fork." Wood Sorrel or Oxalis, small, white flowers with conspicuous red veins, grows in deep woods; also cultivated Oxalis. Characteristics of the family: Flowers perfect and generally symmetrical; sepals three to five; stamens as many, or twice as many as sepals, when of same number, alternate with sepals cells of ovaries as many sepals with a common style.

PULSE FAMILY.—*Leguminosae.*—Members of the family to be found in June: Clover, locust, vetch or tare, false indigo, early peas and beans. Characteristics: Leaves alternate with stipules; flowers mostly irregular; one of the sepals inferior; one petal superior; the single pistil simple and free, becoming a legume in fruit.

HONEYSUCKLE FAMILY.—Members: honeysuckle, twin-flower, wolfberry, snowberry, coralberry, common elder, arrow-wood, cranberry tree. Characteristics: Leaves opposite, no (genuine) stipules; calyx-tube coherent with the 2-5 celled ovary; petals of corolla more or less united; stamens as many (or one fewer than) the lobes of the tubular or wheel-shaped corolla; and inserted in its tube.

For the SCHOOL JOURNAL.

CONCRETE TEACHING.

To pour water on a duck's back is of little use; the creature gives a shake and a flutter and is as dry as before. It is of little use to pour rules or facts into a pupil's memory, even though he may give prompt and correct answers to your questions. Like the duck, the facts and rules roll off, and he is about as he was. The way of Nature is quite different.

A beginner in fractions may be taught in a minute to say that one-third of one-half is one-sixth; he may even perceive the rhetorical sequence of the words, yet not conceive the fact, although he states it. But let the matter be illustrated in the family pie; he can never forget the relative value of his solitary share. The pupil will recite glibly enough the rule concerning the impenetrability of matter, but the words mean nothing to him; when he bumps his head he comprehends the fact for all time. He will recite correctly enough that, the angle of reflection is equal to the angle of incidence, but he doesn't know what he is talking about; however, in playing ball, let a "grounded" or a "foul" hit him in the face, and he gets the idea simultaneously with the black eye.

These are but hints which the teacher can use in his work. Remember the illustration in "Theory and Practice of Teaching," as to putting a watch into molasses or lard; "medium" was then understood for the first time. So it often is in a child's life. The reason why people sleep at church is not because they are so sleepy, but because the sermon is so abstract. Teachers take a hint and be concrete.

FOR THE SCHOLARS.

THE INVESTIGATING SOCIETY'S PLANS FOR VACATION.

A DIALOGUE FOR SIX BOYS AND SIX GIRLS.

[The members of the society march in and take seats in front of the platform. The President and Secretary sit at a desk on the platform. If it is desired, more characters may be introduced, and more parts improvised.]

Pres. (rises) We will begin our meeting with the reading of the secretary's report.

Sec. (rises and reads from a book.) The Investigating Society met at the school-house Saturday afternoon, May 31st. After the reading of the Secretary's report, the society was shown some interesting photographs of our school-grounds and vicinity, taken by Mr. Will Taft, who gave also some directions in photography for the benefit of any member who would like to take up this pleasant work during vacation. Miss Sarah Atwood related some interesting observations she had made about the hatching of cocoons, and a number of the members reported interesting facts for our "Cyclopedia of Observations." The executive committee then reported as follows: "Resolved, that no regular program be laid down for our next meeting, but that each member give a brief account of the way in which he proposes to spend his vacation." The resolution was adopted, and the society adjourned.

Pres. (rising) You have heard the Secretary's report; what will you do with it?

Sarah. I move that it be accepted.

Frank. Second the motion.

Pres. It is moved and seconded that the Secretary's report be accepted. All in favor of that, manifest it by raising the right hand. (All vote in favor.) If there is no business before the society, we will proceed to the propositions for spending vacation. Sarah Atwood, we will hear from you first.

Sarah. I haven't formed any very definite plans yet. I expect to visit a cousin who lives in a manufacturing town, and I thought I might have an opportunity to visit some of the mills while there. If so, I will be ready to tell you something about the processes of making knit goods and paper when we meet again.

Pres. Miss Nell Adams, we will hear from you.

Nell. Well, I expect to have just a jolly time this summer. My aunt and cousins are going to Lake George to camp out, and they have invited me to go with them. I expect to learn to row and fish, and that is all I am going to try to learn. I can study enough in school to suit me.

Will. Miss President.

Pres. William Taft.

Will. I think Miss Nell could afford to tell us a good deal when she comes back. You know a pleasure shared is a pleasure doubled, and we unfortunate ones that have to miss all of those fine times, would be very glad to hear about what there is to be enjoyed up there.

Pres. Miss Nellie will probably have much to tell us when she returns. Miss Grace Champion, what is your plan?

Grace. I expect to have a good time at home, and I expect to work, too. A lady has come to board with us who is quite a botanist. She knows ever so much about flowers, and is making a collection of specimens. She would like to have me go with her after plants, and I shall be very glad to do so. Father said he would get me all the things I needed to begin a collection of my own, if I wished to do so. I told him nothing would suit me better. So, I expect to have a good many things to show you, and a good deal to tell about them when we meet again.

Pres. Charles Gregory.

Charles. My plan is quite a large one. I have an uncle who is captain of a schooner that carries cargoes between New York and Cuba, and he has invited me to take a trip with him. I have bought a large day-book to take down my observations in, and I'll divide it into chapters, and read one at each meeting after I return. The first one will probably be about sea-sickness. Then I'll have one of "sailor's yarns," probably one about the cargo; one about the natives of Cuba; probably one about each of the twelve kinds of mosquitoes there are there, and so on through the animal and vegetable kingdoms.

Will. Miss President: I think he had better write a book of travels while he is about it.

Charles. Perhaps I shall.

Will. Miss President: I think he had better make arrangements with the publishers before he goes, so that they be prepared to handle such a large work.

Pres. O, that can be easily managed; but I assure Charles that the society will be very anxious for his return, and very thankful to him for any account he may take the trouble to write down for us. Alice Hart, what have you to tell us?

Alice. Something that will sound very tame after what we have just heard. I expect to be where the temperature is about as hot as it is in Cuba, but it will be in the kitchen at home. Mother is going to take a vacation this summer, and I am to be housekeeper. So while Charles is swinging in a hammock under an orange tree, I shall be boiling potatoes and cooking steak over the kitchen stove. Nell Adams will probably wish for me to cook the fish she catches, but I shall be otherwise engaged. No, I don't expect to have anything to tell you, unless it is a new cake recipe, or valuable directions for making hash.

Pres. Perhaps some of us will be very glad to hear that when we get back. James Kennedy, let us hear from you.

James. Well, father bought me a new gun last week, and told me I might go hunting every pleasant day if I wanted to. He thought it would be good for me. Now, I don't care much about shooting birds, and squirrels, and such things just for the fun of it, but I should like very much to have a natural history cabinet, and this will be a good time to start one. I know something about preparing specimens, and so you may be prepared to look at some stuffed birds, and squirrels, and rabbits, etc. If you girls wish to leave orders for birds for your hats, I will take them.

Pres. Arthur Lowell.

Arthur. I think it's more fun to watch birds, and rabbits, and such things when they are alive, than it is to shoot and stuff them; they do so many funny things. I am going to my grandmother's in the country this summer. I expect to have a fine time with the lambs and calves and geese. I think there is more fun in watching the performances of a young calf, than in all the stuffed specimens in the world. Then, there's the colt; there's considerable fun in him, and I am going to try to break him to ride. There's a lovely place to fish and swim in a creek in the woods, and some jolly boys there to go with. I can't promise you anything to look at, unless I make up my mind to start an aquarium or an aviary.

Pres. Fred Morris.

Fred. I am going to make money this summer. I have quite a large garden. I have berries, and vegetables, and flowers in it, and father will let my brother and me take a horse to go to market with. Perhaps, I'll have some nice watermelons to treat the society to at our next meeting.

Pres. Frank Stewart.

Frank. I will speak for my sister and myself. We are going to Lake George to-morrow, to camp out and to tramp out. We expect to climb all the mountains we come to, and to bathe, and fish, and swim. If we do not turn into fish ourselves, we may have some fish stories to tell when we return, and we will try to bring each of you a Lake George diamond.

Pres. Will Taft.

Will. I expect to have a splendid time right at home. I shall have time now to study my photography. I enjoy that very much. I know of several places where there are lovely views to be taken. If I can learn to take them satisfactorily, perhaps I shall take the photographs of the members of our society when they return.

Pres. Mary Wells.

Mary. I expect to stay at home and help mother. We shall be very busy this summer; we expect considerable company, and I hope to have a pleasant time, if it is a quiet one. Mother told me that I might invite the society to hold its first meeting after vacation at our house. I should be very happy to have you do so, and will try to entertain you well if you decide to accept my invitation.

Will. Miss President: I move that the society accept the invitation, with many thanks to Miss Mary Wells and her parents.

Frank. Second the motion.

Pres. All in favor manifest it in the usual way. (*All vote in favor.*) I am sure we have all been much interested in hearing each other's plans, and we shall also be much interested in hearing how they are carried out. I think we shall be as glad to meet again on our return, as we are now to separate in search of pleasure. If there is no objection, we will adjourn, after singing "Home, Sweet Home," to meet at the house of Miss Mary Wells, on the first Saturday after school opens.

(*All sing "Home, Sweet Home," and then go out.*)

SELF-CONFIDENCE.

FOR DECLAMATION.

Some people say, "Oh, I don't like these self-conceited folks!" My friend, self-conceit and self-confidence are two qualities as different as light and darkness. The self-conceited man believes he can do a thing because he thinks he is so much brighter and wiser than other people that what is difficult for them is easy enough for him. The self-confident man believes in himself and will not give up until it is done. He determines "to fight it out on this line if it takes all summer." But even though the self-conceited man disgusts us with his continual bragging. We infinitely prefer him to the creeping, craven-spirited fellow who is never ready for an emergency, and who, like Uriah Heep, spends his time trying to be "umble." The man who says "I will do it!"—who says it from his heart, and means it too—who bends his whole energy to the work, almost always accomplishes it; and then people call him lucky and successful, and all that sort of thing, when in fact, his luck has been brought about by his own persevering efforts and by his confidence in himself. Fortune detests cowardice; and the man who will not be conquered by trifles is her prime favorite.—*Selected.*

GOLDEN THOUGHTS.

(These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.)

It is well to think well. It is divine to act well.—HORACE MANN.

THE virtue of prosperity is temperance; the virtue of adversity is fortitude.

If we fasten our attention on what we have, rather than on what we lack, a very little wealth is sufficient.

—I FEEL within me
A peace above all earthly dignities,
A still and quiet conscience.—SHAKESPEARE.

It is as easy to draw back a stone thrown with force from the hand as to recall a word once spoken.—MENANDER.

Of all bad things by which mankind are cursed
Their own bad tempers surely are the worst.
—R. CUMBERLAND.

AN avowal of poverty is a disgrace to no man: to make no effort to escape it is indeed disgraceful.—THUCYDIDES.

SPEAK gently, kindly, to the poor;
Let no harsh term be heard;
They have enough they must endure,
Without an unkind word.—DAVID BATES.

THE books which help you most are those which make you think the most. The hardest way of learning is by easy reading; but a great book that comes from a great thinker,—it is a ship of thought, deep-freighted with truth and beauty.—THEO. PARKER.

WHAT CONGRESS IS DOING.

The Senate debated the Mexican Pension bill; considered and passed the Consular and Diplomatic Appropriation bill; passed a bill for the payment of claims for supplies furnished to the army during the war.

The House passed the River and Harbor bill; also a resolution to adjourn June 30th, and refused to concur in the Senate amendments to the Consular and Pension bills.

NEWS OF THE WEEK.

June 10.—An expedition to the South Pole is proposed by Spain.—Another large natural gas well has been opened near Pittsburg.

June 11.—The King of Holland seriously ill.—The Army of the Potomac held a reunion in Brooklyn.

June 12.—Berber has been captured by the rebels.—Samuel J. Tilden declines the Democratic nomination.

June 13.—3,500 persons were massacred at the capture of Berber.—An anti-Blaire meeting was held in Boston.

June 14.—News of the massacre at Berber again places Mr. Gladstone's ministry in peril.

June 16.—The Princess Elizabeth of Hesse and the Grand Duke Sergius of Russia were married.—Rev. Philip Brooks preached the baccalaureate sermon at Harvard.

June 16.—Democratic delegates are gathering at Saratoga.—Gov. Cleveland signed a bill appropriating \$350,000 for enlarging the Art Museum in Central Park.

Prof. Felix Adler is inspecting the sanitary and the general condition of tenement houses and their inmates in New York, a preliminary step to his proposed plan of erecting improved tenement houses that will, by a system of yearly reserved rent payments, secure to the tenants a gradual interest in the property. Twenty thousand dollars have already been subscribed toward this reform movement.

INTERESTING FACTS.

THE farmers around Tolono, Ill., have dug a number of wells, striking natural gas, with which they do their cooking, and heat and light their houses.

It has been found that trichinae in hams can be destroyed by exposure to a cold of 20° C. for an hour. It is proposed in France to subject all imported pork to this temperature.

GLASS table-cloths, that can be washed and ironed, are the latest novelty; also glass feathers resembling ostrich. It is claimed that the fabrics suitable for any garments can be made of threads of glass.

PARCHMENT VERSUS PAPER.—The ink in the original parchment draft of the Declaration of Independence, kept in a glass case in the State Department library at Washington, is being slowly eaten out by the light. Few of the names are now legible. The ink in the original on foolscap paper is as fresh as it was when it dropped from Jefferson's quill. The many erasures and interlineations by Franklin, John Adams and others, are still perfect as to color. The paper is yellow with age, and worn through where it has been folded.

THE TELEPHONE FIFTY YEARS AGO.—A little more than fifty years ago the employes of the Arms Shoe Manufactory, at South Deerfield, beguiled their leisure hours by kite-flying. Kites large and small were sent up daily, and the strife was to see who would get the largest. The twine which held them was the shothread spun and twisted by the ladies of the village. One day to the tail of the largest kite was attached a kitten, sewed in a canvas bag, with a netting over the mouth, to give it air. When the kite was at its greatest height—some 300 feet or more—the mewing of the kitten could be distinctly heard by those holding the string. The hearing of the kitten's voice was attributed to the clearness of the atmosphere, and no telephonic patent was applied for.

EGG-ROLLING IN WASHINGTON.—The absorbing topic among the children before Easter was the annual egg-rolling festival on Easter Monday. Until five years ago hundreds of children, mostly little girls in bright spring dresses donned for the first time, tripped to the Capitol grounds, carrying small lunch baskets filled with gorgeously dyed eggs. They gathered on the grassy terrace west of the Capitol and romped, chatted and compared, "picked" and rolled eggs until sundown. This was the only day in the year that the injunction, "Keep off the grass," could be disregarded. Egg-rolling was then an exciting amusement. The west terrace, built at an angle of about 45°, was covered with well-kept grass. A dozen or more boys and girls scratched their initials on their eggs, then stood in a row at the top of the terrace, holding an egg on the grass. At a signal from one of the party all hands were withdrawn from the eggs. Each little one followed his or her egg down the terrace. The owner of the unbroken egg arriving first at the bottom of the terrace was entitled to all the other eggs. Five years ago the crowd of egg-rollers got so large and attracted such a disorderly element that the terrace grass was ruined. Since then egg-rolling has been carried on in the White House grounds on the hills just south of the building.

THE POWER OF AN AVALANCHE.—Just back of Twin Lakes, Colorado, are Pomeroy, Gordon, and Francis Gulches, on each side of which the mountains rise thousands of feet. The sides of these giants of the Rockies had been covered during the heavy and protracted storm with an enormous depth of snow, until the weight had become such that it could be sustained no longer. A low, rumbling sound like the roar of a distant storm was heard, and almost simultaneously an immense volume of snow began to move down the mountain side in one of the gulches toward the road. The agitation seemed to break loose the snow in the other two gulches, and in an instant hundreds of acres of snow were coming down the mountain with a roar like thunder, and filling the air with spray as they tore through the trees and carried everything before them. As they descended their velocity increased, until the rapidity with which the great field of snow and debris came down was something terrific. The distance from where the avalanche started to the valley where it stopped, must have been a mile. So deep was the snow that a grove of trees from twenty to forty feet high was completely buried from sight. Logs a foot and a half in thickness, that lay in the way of the slide, were snapped in two like straws; trees were torn from their places and carried like leaves with the avalanche. The velocity of air produced by the avalanche blew down trees that were clear outside of the track of the slide. Fortunately no one was in the way, and no lives were lost.

EDUCATIONAL NOTES.

NEW YORK CITY.

The case of Miss Annie T. Gleese, a teacher in the P. D. of G. S. 13, has been decided in her favor. The Trustees, for insubordination and disrespect, ordered her transferred from the position of fourth assistant (\$690) to that of tenth assistant (salary \$586). Miss G. refused to go and brought suit for salary, and asked for mandamus to compel signing of rolls. The Superior Court decides she cannot be transferred to a place with a lower salary. See decision.

The Committee on Teachers of the Board of Education recommend: That Mr. James R. Pettigrew, who has taught since 1856, and has been a successful vice-principal for the past twelve years, be appointed Principal of Grammar School No. 49, in East Thirty-seventh street, in place of Wm. H. Wood, deceased.

That Mr. Wm. O'Brien be transferred from Grammar School No. 24, in the Sixth Ward, to Grammar School No. 19, in the Seventeenth Ward, where there is a vacancy. Mr. O'Brien has been teaching for twenty-four years, and has been principal of Grammar School No. 24 for five years. He is a graduate of the New York College, and has a most unexceptionable record. He is the only candidate outside of the Seventeenth Ward, in which the vacancy exists, who has been favorably recommended by the trustees of that ward. This will enable the trustees of the Sixth Ward to consolidate the male departments of Grammar Schools Nos. 23 and 24, thereby eventually making a saving of \$4,000 per annum.

That Mr. John G. McNary be transferred from Grammar School No. 1, in the Fourth Ward, to Grammar School No. 57, in the Twelfth Ward. Mr. McNary has been principal since 1855, except for an interim of twelve years, from 1863 to 1875. He is so well known as an effective disciplinarian and successful manager, that it is not necessary to speak of his merits at large. The object of this transfer is, first, to reward Mr. McNary for long and faithful service, and to place him in a position where his tact, experience and ability may have a wider field for exercise; and, second, to enable the Board to transfer the Principal of Grammar School No. 31, in the Seventh Ward, to Mr. McNary's present position, so that Male Department No. 31 may be consolidated with Grammar School No. 12, and a saving of \$2,600 per annum effected.

That Mr. Thomas J. Meighan, who has served as Vice-Principal in G. S. No. 55, since 1869, be appointed Principal of G. S. 89. He has been nominated by the trustees of the Twelfth Ward, in which the school is located, and has won for himself a prominent place among successful teachers. Mr. Meighan is recommended for the new position for the reason that his skill in management and executive force will be of great advantage in the work of organization.

The Board of Education have concluded they have no power to abolish the office of Vice-Principal, because the statute says: "The Board of Education shall have power to appoint principal and vice-principal."

ELSEWHERE.

BOSTON.—Appearances indicate that there will be a large attendance, of the Boston School of Oratory this summer under the instruction of Prof. Moses Lewis Brown.

VERMONT.—Principal A. W. Edson, A.M., of Randolph, has been called to the principalship of the Attleboro, Mass., schools. The position involves the oversight of over 50 teachers and 2,300 pupils. [The "New Education" men are gradually taking important places.—Ed.]

IOWA.—Extensive preparations are being made for the exhibition of school work at the National Association in July. Indications point to an attendance of 400 from this State at Madison. Teachers are impatiently waiting for the appearance of "Quincy Methods." If it meets their expectations the sale will equal or exceed that of "Talks on Teaching." Few, if any, normal institutes will be held until after the Madison meeting. The new county superintendents are generally progressive. The programs of the teachers' associations are almost invariably devoted to the questions of real importance to the teacher. The frequent mention of the "New Education" indicates that teachers are thinking.

MARTHA'S VINEYARD.—The American Institute of Instruction meets July 7-10. On the program is an illustrated lecture by Prof. C. T. Winchester, Wesleyan University, Middletown, Conn.; subject, "An Old Castle." "Moral Instruction in Public Schools," by Wm. T. Harris, LL.D., of Concord. On "Teaching Geography by the Topical Method," Charles F. King, Boston. On "School Preparation for Citizenship," George H. Martin, Bridgewater; "Language Teaching in Primary and Grammar Schools," R. C. Metcalf, Supervisor, Boston; "One Way of Studying Poetry in School," Wm. J. Rolfe, Shakespearean Editor; "Natural History in Elementary Schools," Miss Lucretia Crocker, Supervisor of Boston Schools; "Reform of the Tenure of Office of Teachers," Hon. John D. Philbrick, ex-Supt. of Boston Schools. On Monday following the close of the American Institute, the session of the Martha's Vineyard Summer Institute begins. The Department of Pedagogy will be conducted by Prof. Straight, of Cook County Normal.

GERMANY.—The gymnasium is a school preparatory to the university; the university is a collection of professional schools. The gymnasium course extends nominally over nine years, but owing to the fact that at Easter, when the school year ends, only three-quarters of each class are commonly promoted, the course extends in reality over ten or eleven years. The average age at entrance is ten years, at graduation twenty

or twenty-one. Compared with our American institutions, it includes the four years of our best preparatory schools, with the addition of the first three years of our college course. It differs from such a course, in that it pays more attention to the classics and less to mathematics and the sciences. Its design is to afford a complete view of ancient and modern German literature and history, a good reading knowledge of French, a thorough practice in the use of the German language, and a moderate acquaintance with elementary mathematics, and other studies considered essential to a liberal education. In the gymnasium athletic clubs are encouraged for the sake of health; other organizations, particularly debating clubs, are strictly prohibited by the Prussian Government, for fear of nihilistic and communistic conspiracies. A social club composed of the two upper classes is permitted every Saturday afternoon to meet at a licensed innkeeper's and drink beer.

PSYCHOLOGY AND PEDAGOGICS.—Prof. G. Stanley Hall, who directs the studies of students who wish to take up the study of Psychology or Pedagogy at Johns Hopkins University, takes the following plan: For those who desire to carry on the study of biology by experimental methods into the study of the psychic functions of animals and man; for those intending to give attention to the study of psychiatric medicine; for those interested in medical jurisprudence or in linguistic psychophysics; for special students of philosophy, he lectures as follows: Beginning with compound reflex-action and instinct in animals, such topics as memory, association of ideas, attention, volition and feeling in their "orbid and normal forms" will be discussed as far as possible on a physiological basis. The contributions of psycho- and neuro-pathology to the understanding of the normal function and histology of the cerebro-spinal nervous system will receive special attention. In connexion with this part of the course, demonstrative and observational exercises in human neurology will be offered to those who desire them. The psychology and pathology of speech and writing will be illustrated. The psychological parts of anthropology, the evolution of the psychic faculties in children and in the race, etc., will be summarized and will introduce the psychology of national and other comprehensive systems of opinion and thought. In short, the endeavor will be to give as briefly as possible a general survey of the vast field of modern scientific psychology, with such details, demonstrations and illustrations as the time will permit. For those graduate students desiring to become teachers or professors; students of history, and more particularly of philosophical and educational opinion and method, or those intending to plead or preach; those intending to teach philosophy, the views of representative modern philosophers will be sketched, and, as the basis of educational ideas necessitates a broader survey, selected chapters from the history of science, medicine and belief will be added. In tracing the application of these to education in the broader and higher sense, such topics will be discussed as e.g., the organization and operation of learned societies and scientific and other academies; the constitution and methods and history of European universities from the Renaissance; the educational value of philosophical systems; professional schools of law, medicine, theology, technological and industrial schools; the French, English, German and American school and college system in their method and idea; the development and nature of student life; history and theory of examinations and degrees and academic festivals and traditions; special methods and problems of pedagogics at the present time.

IOWA.—The Jasper County Agricultural Society offers to the public schools of the county \$120 in premiums. Supt. Miller says to the teachers: "In the preparation of regular work nothing should be done that is not of practical benefit to your pupils. The idea that we should take time from our schools to do 'fair work' is erroneous, and nothing of the kind is desired. Your work should show just what your pupils are doing each day." Besides general premiums to schools making the best exhibit, there are premiums to individual pupils for the following work:

	1st Premium.	2d Premium.
Best letter written by a pupil under 12 yrs.	\$1.00	\$.50
Best letter written by a pupil 12 yrs. or over.	1.00	.50
Best map of Jasper County, drawn from memory by a pupil under 12 years of age.	1.00	.50
Best map of Iowa, drawn from memory (age of pupil considered).	1.00	.50
Best map of U. S., drawn from memory (age of pupil considered).	1.00	.50
Best specimen of penmanship, not less than ten lines, by one pupil.	1.00	.50
Best specimen of free-hand drawing by any pupil.	1.00	.50
To boys under 15 years of age making the best showing of work done with carpenter's tools.	2.00	1.00
To girls under 12 years of age working best map of Jasper County upon perforated cardboard.	1.00	.50
To girls 12 years of age and over, showing best map of Iowa worked as above.	1.00	.50
Best collection of shells.	8.00	2.00
Best collection of native woods.	2.00	1.00
Best collection of named insects.	1.00	.50
Best collection of minerals.	1.00	.50
Best collection of blown eggs.	8.00	2.00
Best collection of birds, stuffed and mounted.	8.00	2.00
Best collection of animals, stuffed and mounted.	3.00	2.00
Best collection of Indian relics and curiosities.	2.00	1.00

REST satisfied with doing well, and leave others to talk of you as they please.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

(1) What railroad, if any, crosses the southern part of British America, and through what cities does it pass? (2) What is there about the proposed canal across the Isthmus of Panama, and who will have control of it when constructed? (3) In what parts of the world are there submarine telegraph wires, besides the one from Newfoundland to Ireland? (4) Is an expedition to the Arctic regions being planned? If so, what is the object? Why are not expeditions sent to the South Pole as well as to the North Pole? (5) What prospect is there for a railroad across the Isthmus between Mexico and Central America?

[(1) The Pacific Railway, not yet completed, will extend from Halifax to Bermuda Inlet, passing through Quebec, Montreal, Ottawa, Kewatin, Selkirk, Battleford, and New Westminster. (2) See "Panama Canal" in JOURNAL May 17. (3) In nearly all civilized countries there are more than 200 in operation. (4) See "Greely Expedition" in columns of JOURNAL June 14.—Ed.]

In answer to an inquiry in the SCHOOL JOURNAL of May 24th, you say, in substance, that no provision has been made for the contingency which will arise in case of Arthur's death in office. Dr. Andrews, of Marietta College, says, in his "Manual of the Constitution," page 173, "Congress has provided by law, that in case of the removal, death, resignation, or inability of both President and Vice-President, the President *pro tempore* of the Senate, and in case there is no such President, the Speaker of the House of Representatives shall act as President until the disability be removed or a President be elected."

[This is true; but it is only while Congress is in session that there is a President *pro tem.* of the Senate or a Speaker of the House. Should the death or inability of the President occur during the recess of Congress, there would be no one to take the office and no one with power to call a session of Congress to make a provision for the vacancy.—Ed.]

As to the expression $6+4+3=1$, I question Professor D's correctness and most respectfully ask for the authority. If he is in error, it is due to the thousands of intelligent readers of the JOURNAL, who esteem it as high authority, that the correction should be made as prominent and have as wide a circulation as the error.

A. H. L.

[I did not make any reference in JOURNAL of the 3d inst. to substantiate the correctness of the assertion that $6+4+3=1$. It is too simple to need authority. Mr. A. H. L. might with as much propriety ask for authority to prove that 2×3 are 6. I named those works simply to recommend them as good works for Mr. L. to study. Suppose Mr. L. is required to solve $7+3=2 \times 5$, or $7+3+2 \times 5$. Would he, in the first, subtract 2 from 10 and multiply the difference by 5? And, in the second case, would he add 2 to 10 and multiply the sum by 5? If that is his practice and his teaching the sooner he commences to "undo his work" and "make his confessions" the better.—J. D.]

(1) In the sentence: "The Spirit and the Bride say 'come.'" Is "come" a noun, and is it the complete object of "say"? (2) In the sentence: "Loose him and let him go," is "go" an infinitive? (3) Are such phrases as "the city of New York," "the State of Texas," etc., correct? If so, why do they take the preposition? (4) Has the sentence, "Vice and misery are inseparable," a compound subject? (5) How parse "mine" in "this wicked heart of mine?"

W. H. C.

[1) The Spirit and the Bride say "come (thou)." (2) Yes. "Let him (to) go." (3) We say "a rod of iron," or "an iron rod;" also "city of New York," or "New York City," a noun, used as an adjective, may follow with a preposition. (4) Yes. (5) Most of the pronouns have two forms in the possessive, thus "my" before a noun expressed "mine," a noun understood. It is the object of "of."—Ed.]

In renewing my subscription to the JOURNAL, I cannot but take exception to an assertion in an editorial paragraph some weeks since about Mormonism. "Mormanism," you say, "is one of the evils of the Union that has to be reformed." How reformed? Why should it be reformed? What has Mormonism done to your educational interests or your JOURNAL? I am a Mormon, and therefore ask for information.

G. S.

[You are so far off that your Mormonism does not affect us, yet it is an evil for all that. The family is the source of all that is really good in this world; what precious words father, mother, brother, and sister are! The Creator took special pains to take care of the family—note the Ten Commandments. Now the family consists of a pair and their children. If we speak of King Solomon and his family one do not include his 300 wives.—Ed.]

Your valuable JOURNAL either grows more interesting or I grow more interested in its contents. I am fond of using the "object lessons" contained in the JOURNAL whenever it is possible for one to get the required materials. How would the plan work for the editor to ask three questions pertaining to teaching in every issue of

your paper, to be answered by the teachers who take the paper, providing they so desire, and you publish three of the best answers? J. A. V.

[Very good. One is proposed now. Show how you in any lesson proceeded from the known to the unknown.—Ed.]

(1) What are the capitals of Louisiana, and (2) Holland?—late geographies differ. (3) What is the sound of *g* in *oleomargarine*? (4) In your last you answer C. A. G. that "like is not a proposition." How is it disposed of in—*It is like gold*? I have consulted Harvey's English Grammar, (late edition) and Brown's Grammar of English Grammars. What is the opinion of other teachers on this subject? J. L. H.

[(1) Baton Rouge. (2) Amsterdam. (3) Hard, as in Garfield or Margaret. (4) Like was formerly followed by *to* or *unto*, now usually omitted, but supplied in parsing.—Ed.]

Payne's "Lectures" received, and they are grand. I am studying the "New Education" as much as I can. Your paper is of great benefit to me in my work. You are on the right road; keep on. The awakening is slowly but surely coming. Where can I get Marcel's "Manual" on teaching? Is it the same book that Herbert Spencer quotes in his work on Education? Why don't you print Marcel's work? W. J. S.

[Marcel would not be valuable to you; it is not of general value.—Ed.]

(1) At which natural grade should a child be taught to write with a pen? (2) Can you refer me to any work published which treats on the modern life and customs of different nations? (3) What is the price of subscription for the *Magazine of American History*, and who are its publishers? J. A. V.

[(1) When he first enters school, but begin with a lead pencil. (2) Books of travel, "Thousand Mile Walk Across S. A.," "Zigzag Journeys," "Land of the Midnight Sun," Knox's "Boy Travelers," Bayard Taylor's Books of Travel. (3) \$5.00. Address, 80 Lafayette, Place, New York.—Ed.]

Will you please tell me what would correctly answer the following question: Describe a land route from Philadelphia to Chicago? from Philadelphia to St. Louis? M. S. C.

[A route by way of either of the four Eastern Trunk R. R. Lines. One would be, Pennsylvania Trunk Line, from Philadelphia, through Harrisburg and Altoona to Pittsburgh; change to Central Trunk Line, passing through Mansfield and Fort Wayne to Chicago.—Ed.]

Will you give rules for the correct use of the so-often-misused "shall" and "will." J. C. McG.

[*Shall* in the first person is the language of simple futurity, as I shall go to town to-morrow; in the second and third persons it is the language of command. The subject has no choice in the matter. *Will* in the first person denotes strong intention, in the face of opposition perhaps, while in the second and third it denotes simple futurity, as, "you will understand the language readily."—Ed.]

(1) Which is the better grammar for use in intermediate classes Reed & Kellogg's, or Greene's? (2) Where can I get a work giving simple experiments, illustrating the effects of narcotics and alcoholic drinks upon the human system? (3) When will the State teachers' examination be held, and where will the one for Northern New York be held? L. A. H.

[(1) Reed & Kellogg's is as good as you need. (2) Of the National Temperance Publication Society, New York. (3) Not yet announced.—Ed.]

(1) What is the cause of the little holes in the trunks of apple trees? (2) Does the woodpecker first knock on the limbs of trees to cause the worms to work and then listen where they work in the limb, or how do they find out where the worms are? H. A. L.

[(1) Probably the "borer," a worm that attacks the trunk of the apple tree. (2) Places where the worms are, are soft, and these the bird detects by tapping upon the tree with his bill.—Ed.]

Is there any book published that could so teach a person how to conduct a kindergarten, that it would not be necessary for her to attend a school, especially to learn how? M. W.

[To be a successful kindergartner we should not only study the principles and methods as they are found in books, but spend some time in an actual kindergarten under an able kindergartner.—Ed.]

Will you please send me the name or names of some good work on elocution. P. E. A.

[Brooks' "Manual of Elocution," Eldridge & Bro., Philadelphia; Corsens' "Elocutionary Manual," Charles De Silver & Son, Philadelphia; Mrs. Randall's "Reading and Elocution," Iverson, Blakeman, Taylor & Co., New York.—Ed.]

How would you parse the words "be" and "he" in the sentence: That boy is a genius, *be* he what he may be, morally. K.

["He" is subject of "be;" "be" verb in subjunctive mode, agreeing with "he." Read it thus: "That boy is a genius, though he be bad." "That boy is a genius as he had—or be he," etc.—Ed.]

Of whom can I get the cheap German papier-maché relief maps of the grand division, mentioned in Sweet's "Methods of Teaching?" E. M. B.

[E. Stieger, 25 Park Place, N. Y.—Ed.]

EDUCATIONAL MISCELLANY.

SHALL HE TEACH?

A subscriber asks whether he shall continue in his work in the schoolroom, doubting whether the money he will get there will amount to as much as in business, looking doubtfully at the permanency of the work also. He says:

I am "on the fence," as the saying is, whether or not to make teaching a profession. I mean whether I shall follow it as a life-work. I like it, and have succeeded beyond my expectations so far, and trust I can make it a success in the future. But, there are two or three objections to teaching that offer food for serious thought: (1st.) A teacher is like the itinerant preacher—not permanently located. He shifts around; now here, now there. (2nd.) The average pay for teaching is lower than most trades. I feel the honor and influence of teaching, but it requires the best efforts and the best years of a man's life, and then affords him no guarantee for the future, for old age, or for even more than a year (usually) at a time. The inducements are not on a par with other branches of industry. The farmer or the tradesman is surer of a competency from the same amount of time and labor than the teacher. My relatives advise me to not make it a life-work, but to go into the hardware, grocery, drug, or lumber trade. I do not care just for the money, and do not want or mean to degenerate into a mere money-gatherer, but I do not like the prospect of teaching ten or twenty years and then having no permanent home or permanent business. Self-preservation is the first law of nature in this as in other things. Please advise. L.

There are many reasons against choosing teaching as a profession, the principal ones being, as stated, the lack of remuneration and the uncertainty of retaining the office. But, on the other hand, there are objections to most lines of human work, or really to all lines. Looking over considerable space, and taking a thousand young men in review who have gone into professions and business, it is apparent that a great many fail to do more than get a living. A number who have left teaching and sought money in business, have failed to gain it. Thousands who have tried business are anxious to teach.

The truth is, that the certainty of a salary, no matter if it is small, is something some people must have. In business this is wanting, and one who has been in the habit of looking forward to the sure payment of a fixed sum of money, is made miserable by thinking money may not be forthcoming to pay for rent and clothes. A man of this description should not leave the schoolroom.

Then, there is the pleasure of doing good. Some enjoy making others happy; they think of others more than they do of themselves; they plan for others better than for themselves. Such men could not be happy in retailing sugar, boots and shoes, or in erecting houses, or in manufacturing cloth or clothes.

There are others who enjoy a social atmosphere; to mingle with others is needful to their happiness. Such could not become farmers and toil alone, or sit at desks as bookkeepers and clerks.

There are those who have no business traits, who are wholly unable to make one dollar grow into two dollars. They see this done by others and think it a very easy thing, but when they try it, difficulties rise up like mountains. A teacher who saw one of his acquaintances become rich out of a patent, determined to try in this line. He paid \$600 for a patent window-sash holder, left school, and went out to sell county rights. He failed, and came back to the schoolroom. It was his constant wonderment afterward how the business man could find people who wanted his wares, and then how he could persuade them to buy them.

These are things to be considered. If a young man has business in him and wants money he can get it much faster out of the schoolroom than in it. It is not wrong for him to want money and to be desirous of making it. The money-makers are not necessarily bad men. The best men of the world have made money: witness, Peter Cooper, and William E. Dodge, and thousands of others. The young man who wants to be rich should consider the price he has to pay, for pay he must.

Then there are risks. Over ninety per cent. of those embarking in business fail; this is the rate of business men who fail; probably 999 men out of 1,000 teachers fail who go into business.

There are some other considerations. Taking the skill and experience required into account, teachers are not paid so poorly after all. There are men and women teaching for \$1,000 who earn \$3,000; there are men and women teaching for \$300 who do not earn \$150, that is if a good teacher were paid \$300, they ought not to get but \$150. Some are fitted by nature, and long experience, and careful study, but they are averaged in with those who have none of these requirements; the people don't know the difference but the pupils do. When the average is struck, the teachers are fairly paid.

Again: The teacher who feels that he is fitted for his work by Nature, by careful study, and by experience—what shall he do if he is underpaid, if he gets \$50 per month when able he is to earn \$200? To such a few words of advice will be welcome perhaps.

(1) Let him gather his testimonials from parents, school-officers, ministers, and professional men; it matters little how numerous these are.

(2) Let him, if in the country, come to the town, if in the town, come to the city. Let him visit persons of power (mark that) and convince them that they want just such a teacher as he is. This will be distasteful to many. Some will say: "The meritorious teacher is always sought out, he never needs seek a place." This is sheer nonsense. What is worth having is worth asking for. No one thinks less of a man because he seeks a post as teacher. If you wait until a school-board seeks you, you will wait a long time!

(3) Let the teacher do his best where he is to increase his power, and skill, and ability as an educator. Of this much might be said. Let him attend institutes and conventions, let him make ready to speak and write on the subject of education. Let him write for his nearest paper and for the educational paper he reads. Let him deliver lectures on education. Such men usually do not go hatless and coatless.

The amount paid to teachers is fixed by themselves. If teachers would unite and build up their profession, they would not complain of their salaries. As it now is, the people think anyone can teach, and the teachers are perfectly willing they shall think so. Few do anything to sustain an educational spirit; never attend teachers' institutes; never read educational books, or periodicals, or papers. And yet these people grunt and growl at low salaries. It is estimated that the effect of the State School at Albany, N. Y., was to double, if not triple salaries in twenty-five years. Yet it was not formed by teachers, nor founded at their suggestion; and they are still opposed to a training for their work.

Of course, this is wide of the mark. Let us see. "L" wanted to know whether he should make teaching his life-work. It depends so much on what kind of an "L" he is, that it is hard to say; he will have to wrestle with that question himself. If he is full of pluck he will do well in the schoolroom; if he is an "average-teacher" and can see a good chance to get into a paying business, we ask him: "Hadn't he better do it?"

Six years ago trains on the Kansas Pacific Railroad frequently had to stop to allow herds of buffalo to cross the track. The animals seemed to have no fear of the locomotive; and it was not a rare thing for a bold bull to stand up for a fight with the iron horse. Many of the telegraph poles were rubbed down, which led the company to drive the lower portions of the poles full of sharp spikes. This was so much to the taste of the thick skinned bison that he not only rubbed the harder, but made the vicinity of the telegraph line his favorite loafing place. One of the most peculiar things about a herd was, that if it were on the north side of the track there would be no commotion, but if on the south side there would be a grand rush for the other side. If the train would not stop the crazy beasts would throw themselves between and against the moving cars, frequently causing derailment of the engine and train.

SOME CURIOSITIES OF GOVERNMENT.

Pennsylvania has a larger number of post-offices than any other State.

Not a clerk in the Pension Office in this city draws less than \$1,000 a year salary, the average for the 1,173 clerks being \$1,294. Even the copyists get \$900 a year. These clerks have light labor and short hours. The average salary of the Railway post-office clerks throughout the country is only \$977 a year. These men work hard at the most trying labor, and have long hours.

Estimating Congress to be in session 200 days a year, the salaries of Senators and Representatives amount to about \$10,000 a day.

The State of Nevada, which has two Senators and one Representative in Congress, has not so large a population by 617 souls as the city of New Haven, Conn.

A number of the United States Senate's employees are put down on the records as "skilled laborers," and draw pay at \$1,000 a year, while those who are merely "unskilled laborers" get \$840 a year. The distinction between the two is in the kind of broom they manipulate. The "skilled" laborer uses a common broom to sweep stone flagging, while the "unskilled" laborer wields a coarse broom in sweeping carriage ways.

Last year the Post-office Department used \$11,000 worth of ink for stamping and cancelling letters. From the five States of New York, Pennsylvania, Illinois, Massachusetts, and Ohio, the Government derives one-half of all its postal revenues.

Last year the Government paid for several copies of *Puck* for use of department officials.

The Government expended \$41,238.66 last year for "North American Ethnology" for the Smithsonian Institution.

It costs \$30,000 a year to light the Capitol and grounds.

To wait upon the Senators there are 242 employees, not counting police, watchmen, and librarians.

Virginia now has the same number of Congressmen she had in 1790, when there were only 65 members of the House.

Postal cards cost the Government 54 cents and 4 mills a thousand.

"Five hundred and eighty-nine dollars for wines, liquors, and mineral waters for use of Board of Visitors to Naval Academy," is an item in last year's expenditures of the Government.

The Pension Office expends more than \$60,000 a year investigating alleged pension frauds.

At the signal service Training School, Arlington Heights, the students of meteorology, barometers, and anemometers are compelled to leave their study tables in the exact center of the room, their bunks in a certain position in a certain corner, their coats hung upon certain nails, and their textbooks piled up in a certain manner before retiring for the night; these and a hundred more similar regulations being prescribed by "order of the Chief Signal Officer." Their Sunday dinner is coffee, bread, and dried apples stewed.

The Post office Department uses \$80,000 worth of wrapping twine a year.

The thirteen States of Arkansas, California, Colorado, Connecticut, Delaware, Florida, Nebraska, Nevada, New Hampshire, Oregon, Rhode Island, Vermont, and West Virginia, with an aggregate population which does not exceed that of New York alone, have twenty-six United States Senators to New York's two.

It costs the Government \$187,000 a year to maintain lights and buoys on the Ohio, Mississippi, and Missouri rivers.

Two-fifths of all the newspapers and periodicals sent through the mails by publishers at pound rates, are mailed at New York City.

Nineteen thousand seven hundred and eighty-eight dollars of the public funds was recently expended for "machinery and experiments in the manufacture of sugar."

To supply public buildings throughout the country with fuel, light, and water, requires an expenditure of \$1,000 a day.

Seven hundred and fifty persons are constantly employed by the two Houses of Congress while in session, in and about the Capitol.

ESQUIMAU DOGS.—Capt. De Long records in his journal several illustrations of the Esquimau dog's passion for fighting. They seem to love fighting for its own sake. Two dogs seeing another dog enjoying a meat can that has been emptied for months, will spring on him, roll him over, and seemingly tear him to pieces. Fortunately the wool is so long and thick that the attacking dog gets his mouth so full of hair as to be unable to bite his antagonist's flesh. The dogs know that their vulnerable places are their ears and belly; when a dog is attacked by two or three dogs, he will run to a snow bank, shove his head in, and, lying on his stomach, let his foes choke themselves with the hair they tear out of his back. A pack of dogs frequently divides up into cliques of three and four; one of the set sometimes offends his mates, then they give him a thrashing and exclude him from the gang, until their feelings have calmed down. The dog keeps away from his companions until he thinks it is safe to return. Then he will approach them fawningly, wagging his tail as an expression of his wish to be again received into society. If the gang are still unreconciled, they greet him with a snarl and a display of snapping teeth, and he retires for another while. A single dog or a team of dogs, is allowed to depart peacefully, but not quietly, for the dogs left at home all howl dolefully. But when the team comes back, its welcome is a rough and tumble fight, begun as soon as the men commence to unharness it. The moment the harness is off all is quiet. As soon as a single dog appears in sight on his return, the other dogs gather to attack him. It is then a question of speed; if he can get to his usual stopping place he is safe. The getting to his home base seems to restore him to all his rights.

By mechanical and chemical devices a cold atmosphere can be induced of a temperature so low that artificial ice very readily forms. These are used where many animals are killed, and stored for food between the decks of vessels which take dressed meats from America to Europe, and in storage warehouses in which are kept eggs, butter, cheese, meat, and poultry. In the St. John's railway depot, in New York, is a series of some ninety rooms, covering an area of 30,000 square feet, which are kept at a freezing temperature all the year round by means of a pipe running along the ceiling through which the freezing mixture from the tank is sent. In a great apartment house in West Twenty-third Street, New York, there will be a cooling as well as a heating apparatus affecting all the rooms. In addition to being lit by electricity, and heated by the steam from the engine that runs the dynamos, every room will contain a coil through which will circulate a freezing mixture forced up from the cellar. Thus, on a burning hot day in July or August, the occupants of this house can turn on the cooling air and produce ice in their rooms, if they wish to do so. Saloon and sleeping cars can be refrigerated in midsummer, and thus kept comfortably cool. The manufacturers of the apparatus say that after the first cost of the plan, the running expenses would not be two cents a day for each refrigerator, which is far cheaper than ice, apart from the cost of handling and storing the latter. With this apparatus, the heated plains and the burning sands of the torrid zones may be made not only habitable, but comfortable, for the average man or woman of the temperate regions of the earth.

THE CORINTH CANAL.—The work of making a ship canal across the Isthmus of Corinth, to connect the Gulf of Corinth with the Bay of Aegina, is now well under way. Although short as will be the route, the total length will be only 6,400 meters, or about four miles, it is expected that four or five years will be required to complete it. The canal will be the same in section as the Suez Canal, 22 meters in width at the bottom, and 8 meters in depth at low tide, but the total amount of material to be removed is placed at 10,000,000 cubic meters. The route is on a line where a canal was once projected, and the excavation even begun, by the

Roman Emperor Nero. It is estimated that the tonnage of vessels likely to use the canal will be at least six and a half million tons yearly, yielding a revenue, on moderate charges, of about \$900,000 a year above charges for running expenses and maintenance.

POVERTY, PAUPERISM AND CRIME.—England and Wales, with a population of 26,000,000 has 800,000 paupers, which cost annually eight and a quarter millions sterling. One person out of every thirty-three is a pauper. The metropolitan area has eighty-five thousand, and the city of London itself has nine paupers to every hundred inhabitants. Education has already done something to lessen pauperism, for since 1872 the number of able-bodied paupers has fallen from 150,000 to 100,000. But a world of poverty and degradation exists outside pauperism. Nearly 30,000 persons are entirely homeless, and sleep in the open air every night. In some of the large towns many of the poor are herded together in a fashion which is a disgrace to civilization. Professor Huxley says, that were the alternative presented to him of entering life under conditions like those he had himself seen in the East-end of London, or as a savage, he would choose the life of a savage.

GYMNASTICS in schools have accomplished something; they have established the fact that with ordinary dress the girl cannot raise or use her arms, and it has at last dawned upon teachers and intelligent mothers that she ought to be able to use them elsewhere than in the gymnasium. The principal of one of the most fashionable schools in New York will not permit her pupils to wear a dress of any material save wool or cotton—the former in winter, the latter in milder weather, if they choose. A girl wearing a velvet suit one day was sent home with a message that her dress must be changed to one adapted for school wear. The mother of the girl returned with a reply that it was a last year's suit which must be utilized, or it would be outgrown. The teacher was inflexible. She said the school-room was no place for cast-off finery; that the moral effect was bad, and the final result worse than the present loss.

PUBLISHERS' NOTES.

I appreciate your paper highly; it is well adapted to the wants of the schoolroom. M. A. H.

The JOURNAL has broadened my ideas of teaching and of the teachers responsibilities and capabilities. S. C. L.

All our teachers like your publications, because there is so much practical work given. SUPT. S. E. TUCKER.

Clarkburg, Tenn. I am well pleased with the JOURNAL. Expect to continue reading it and give every teacher I meet a chance to subscribe for it, whether he is interested or not. I know of no better stimulant to dispel pedagogical drowsiness than the SCHOOL JOURNAL. W. H. C.

The JOURNAL is to me what the Bible is to the minister. I am teaching on my tenth year, but I am laboring harder every day to teach the "New Education." I have no trouble in teaching the children. My hardest task is in teaching the parents. C. H. M.

The TEACHERS' INSTITUTE is so valuable a help to the profession that its preservation is well nigh indispensable. I earnestly hope you will see your way to the publication of the paper in the form of a magazine. I am teaching in the blind department of this institution, and have found it an invaluable aid to me, even for the short time I have had it. I would not be without it for ten times its cost. Every teacher in the land ought to read it, and ought to have it. H. H. JOHNSON.

The Boston gentleman who had in charge the Wendell Phillips memorial exercises, wrote to Mr. George William Curtis that he would be glad to send him a handsome check for his oration on that occasion, to which Mr. Curtis replied: "I thank you sincerely for your very friendly note, and with equal frankness I say that for the service to the memory of a friend greatly beloved, I could not possibly accept any pecuniary compensation. The city of Boston, in asking me to speak of Wendell Phillips, conferred upon me one of the greatest of honors, for which I shall be always grateful."

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BOOK DEPARTMENT.

NEW BOOKS.

WARREN COLBURN'S FIRST LESSONS IN INTELLECTUAL ARITHMETIC, upon the Inductive Method of Instruction, by Warren Colburn, A.M. Revised and enlarged edition, with an Appendix. Boston: Houghton, Mifflin & Co. Price 85 cents.

This is the "Colburn's Mental Arithmetic" that made such a stir nearly a half century ago. Of it that wonderful man, David P. Page, said: "I took the little book; in three weeks I had mastered it, and had gained in that time more knowledge of the principles of arithmetic than I had ever acquired before. I no longer saw through a glass darkly."

In what consisted the excellence of this work? Previous to Mr. Colburn, all writers of arithmetic made no attempt to use numbers as a *means of education*—they proposed to give a child a knowledge of the *processes* only. Hence they rightly demanded the *learning of rules*, and these to be exactly learned, too. Exactly why Mr. Colburn should have struck out a new path, exactly why he should have sought the natural development of the mind as an end, rather than the power to use numbers, never has been clear to us. He seems to have been one of those men that spontaneously produce a good thing, with no one to help him. We do not find that he was acquainted with Pestalozzi, and yet he employs Pestalozzian methods. The book seems to have been produced as a poem is produced, as a matter of feeling—an intuitive preception, by a clear-headed, teacher-mind of the method in which we think. He did not ask himself, "How can I press into a child the ability to multiply, divide, etc.?" This was the old question. He asks rather, "How can I use numbers and let a child be led to think and grow naturally by thus thinking?"

In the preface, written in 1821, he says the child intuitively "fixes upon unity as a measure, and from this he forms the idea of more and less—which is the idea of quantity." This is the Grube method in reality. He says again: "The idea of number is first acquired by observing sensible objects." This is a statement that one would think ought to be admitted at last, but thousands upon thousands of teachers yet demand the learning of the abstractions—first, last and all the time.

The work has been much enlarged, and in its present shape is well-fitted for the school-room. We have always recommended "Colburn's Arithmetic;" there is a spirit in the work that the teacher catches; he gains an insight into teaching by using it. The work has been largely sold in this country and abroad. It is said that 50,000 copies are annually sold in England. It has been translated into both the French and German languages, and we are also assured, into Icelandic. A teacher may well be proud of Warren Colburn; he was as truly a benefactor as the inventor of the steam engine or the telegraph.

AN AVERAGE MAN. Robert Grant. Boston: James R. Osgood. \$1.50.

An average man was Mr. Woodbury Stoughton of New York. Young and handsome and, although very poor, as New York goes, yet able to sup at Delmonico's after the play, on chicken salad and "that dry Monopole." His friend, Arthur Remington, serves as his foil, and the recipient of those choice confidences between man and man that, otherwise, would not be discovered to the reader.

The story is of New York society life and incidentally touches business and political methods. As a story it can hardly be considered very strong or carrying any very powerful interest; this is perhaps because it is just what it purports to be, and average people are not especially interesting. Considered as a study, the book may claim high merit. If it should happen that some historian, a century or two hence, desires a picture of New York society life of this day, he may turn to this book for a presentment as accurate, in its way, as any photograph.

There may be a fault in the author's proneness to moralizing, both on his own part and through the mouths of his characters, but there is an undeniable charm, even in commonplaces, when uttered by charming women, as is the case here.

"An Average Man," though it has not force and intensity to stir the blood, yet clings to the reader's interest with a quiet tenaciousness arising from the careful portraiture of conventionally well-bred and gracious women, and a class of men, the study of whose natures has been so comparatively overlooked as to be a matter at least of curiosity.

GEOLOGICAL EXCURSIONS. Alexander Winchell, LL.D. Chicago: S. C. Griggs & Co. Retail price, \$1.50. For introduction, \$1.00.

The author says in his preface: "The data of geology lie all about us, and are the most obtrusive and noticeable of all the objects which we daily encounter. Stones and rocks never fail to awaken the curiosity of the boy or girl; and there are few children who have not made collections of stones, distinguishing their varieties by precisely the same characteristics as the most expert student. Assuredly, it seems a dictate of educational philosophy to take a hint from these childish predispositions and aptitudes, and shape the child's education with some regard to what he seems peculiarly fitted to study."

But as geology is not taught in the schools, and as nineteen-twentieths of our teachers have not studied it in college, there is almost no preparation among teachers of primary or secondary grades to induct a pupil into an elementary knowledge of the subject. The only hope of early reform seems to lie in furnishing teachers with a text book, so framed as to be capable of successful use by a teacher without previous acquaintance with the subject. The present author hopes he has prepared a primer of geology so simple and so intelligible that any teacher who will pursue the method will obtain an insight into the subject, and will be able, also, to lead pupils of very tender years."

Dr. Winchell's profound scholarship guarantees the accuracy of this book; his long experience as instructor account for the presentation of facts in a manner most practically useful, and the thorough attractiveness of the volume will not surprise those accustomed to his simple and pleasing literary style.

MAGAZINES.

The July *Magazine of Art* is an uncommonly good number. The frontispiece is a drawing of E. Blair Leighton's powerful painting "The Gladiator's Wife." Among other papers of especial interest are, "By River and Sea," by H. E. Barnett; "Greek Myths in Greek Art," Jane E. Harrison; "The Marvel of the World," by David Hannay, and the continuation of Robert Lewis Stevenson's papers on "Fontainebleau." The *Chronicle of Art*, and *Art Notes* are interesting as ever.

The *Manhattan* for July contains a frontispiece portrait of the Earl of Dufferin, finely engraved by Velton, from a photograph and accompanying J. L. Whittle's interesting paper. The opening paper of the number is "Fair Verona," by J. W. Davis; an entertaining and excellently illustrated paper. "Trojan" is continued and grows in interests. There are a number of attractive articles and some good verses. "Plain Fishing," by Frank R. Streton; and "Shall We Open Shakespeare's Grave?" by Parker Norris; are especially readable.

The *Illustrated Musical World* comes promptly, containing many good things—musical news, gossip, etc., very interesting, portraits and engravings, beside new music and valuable information. A Memorial Day hymn is in this number, and a ballad by the author of "Sailing."

The June *Outing* is richer in illustrations than any previous number, beginning with Halsall's charming frontispiece of the start in the yacht race, and the other pictures accompanying Mr. Dodd's article on the Hull Yacht Club, and ending with a number of reproductions of the out-door pictures in the late Academy Exhibition in New York. *Outing* does not seem to find its chosen field easily exhausted. There is a practical canoeing article and some out-door science from Florida, beside readable fiction and poetry.

LITERARY NOTES.

It is said that in Great Britain the complete works of Robert Browning can be purchased only in twenty-two volumes at the price of about \$30.

The penmanship specimens in Barnes' New National Readers, now in press of A. S. Barnes & Co., show the marked tendency of the times in the direction of a simple chaste style of writing.

"Margie's Mission," by Marie Oliver, is the June issue of D. Lothrop & Co.'s popular "Young Folks' Library." It is similar in appearance and spirit to "Tip Lewis," in the same series. Price, 25 cents.

The season of commencements now approaching makes particularly timely the suggestive essay by ex-Prest. Theodore D. Woolsey, of Yale, on "Academical Degrees," in the forthcoming *Century*.

The scene of Mr. Howells's and Mr. Henschel's forthcoming comic opera is a steamer in mid-ocean. The libretto is said to sparkle with comical verses, and some of the music is extremely captivating.

A memorial of the life and genius of the late George Fuller has been undertaken by W. D. Howells. A number of his works will be given, and the best of them reproduced in engraving by Mr. Closson. Only three hundred copies will be sold, and these at \$35 each, the proceeds being given to the artist's widow.

Messrs. A. B. Barnes & Company announce for early publication "The Elements of Morality," by Professor Paul Janet, translated by Mrs. Professor Hiram Corson, Cornell University. It treats the subject in a popular manner, and is highly recommended by President White, of Cornell University, the Rev. Dr. Lyman Abbott, and others.

Professor Beers has accumulated much valuable material for his "Life of N. P. Willis." He has been permitted by Willis's family to use many letters addressed to the American writer by English men and women, most distinguished in letters and society forty years ago. Lady Blessington's graceful and cordial correspondence is particularly interesting. A letter from Landor contains what is thought to be an unpublished poem.

We have received from Messrs. Henry A. Young & Co., of Boston, a book of new dialogues, by C. M. Barrows, written for this work, and designed for the use of intermediate, high and grammar schools. They are high toned in character, any will be found instructive as well as entertaining; price, 50 cents. The same firm publishes a new edition, with additions of the manual of gymnastic exercises, for schools and families, by Samuel W. Mason, Supervisor of Boston Schools.

It is said that soon after the first appearance of Mr. Stockton's "The Lady, or The Tiger," in the *Century*, the author received a note from a member of a well-known literary club in London, saying that he had read the story aloud one evening to the members present, and after discussion a vote had been taken and had resulted in a tie: six voting that it was the tiger which was behind the mysterious door and the same number believing that the unhappy combatant would find the rival of the Princess. To settle the matter, the note went on to say, the writer took the liberty of asking the author for a decision. Mr. Stockton humorously replied that he hadn't as yet arrived at a solution of the problem, and that that was the reason the story was left as it is. He intimated that this was an advantage, because for the price of one magazine the reader can have whichever ending he prefers.

BOOKS RECEIVED.

The Method of Least Squares. Mansfield Merriman. New York: John Wiley & Sons. \$2.00.

Abridgement of Hygienic Physiology. J. Dorman Steele, Ph.D. A. S. Barnes & Co.: New York and Chicago.

Quickstands. From the German. Mrs. A. L. Wister. Philadelphia: J. B. Lippincott & Co. \$1.50.

Vacation Cruising. J. T. Rothrock, M.D. Philadelphia: J. B. Lippincott & Co.

Rapid Ramblings in Europe. W. C. Falkner. Philadelphia: J. B. Lippincott & Co. \$2.00.

Cassell's Illustrated Guide to Paris. New York: Cassell & Co. 40 cents.

Day's Collaçon. Edward Parsons Day. New York: International Printing and Publishing Office.

Our Chancellor. Moritz Busch. Translated by William Beatty-Kingston. New York: Charles Scribner's Sons.

Chinese Gordon. Archibald Forbes. New York: S. W. Green's Sons.

The Triple "E." Mrs. S. R. Graham Clark. Boston: D. Lothrop & Co. \$1.50.

Chinese Gordon. Archibald Forbes. New York: Funk & Wagnalls. 15 cents.

Millerton People. Faye Huntington. New York: National Temperance Society.

Arithmetical Aids. Boston: Houghton, Mifflin & Co. 20 cents.

Introduction to Grammar Made Easy by Diagrams. T. V. Irish. Ada, Ohio: Published by the author.

Sheldon's Graded Examples in Arithmetic. M. French Swarthout and M. A. Farham. Sheldon & Co. New York and Chicago.

Stage Struck. Blanche Roosevelt. New York: Forda, Howard & Hubert.

Famous American Fortunes. Laura C. Holloway. Philadelphia: Bradley & Co.

Margie's Mission. Marie Oliver. Boston: D. Lothrop & Co. 25 cents.

A Country Doctor. Sarah Orne Jewett. Boston: Houghton, Mifflin & Co. \$1.25.

Anatomy, Physiology, and Hygiene. Roger S. Tracy, M.D. New York: D. Appleton & Co.

The Principles and Practice of Common School Education. James Currie, A. M. Cincinnati: Robert Clarke & Co. \$1.50.

Amateur Photography. D. J. Tapley. New York: S. W. Green's Son. \$1.00.

Reporting Style of Short-Hand. Eldon Moran. St. Louis: Christian Publishing Co. \$1.50.

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